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ABSTRACT

This document identifies program planning, development, and evaluation issues related to delivering vocational rehabilitation services designed to promote job retention and career advancement for individuals with disabilities. The seven chapters cover the following topics: (1) implications of major work trends for job placement, retention, and advancement; (2) career counseling and theories of work that contribute to client preparation for obtaining, retaining, and advancing in employment; (3) comprehensive assessment activities that can provide a base for case services directed toward employment offering security and chances for advancement; (4) new concepts that impact employment, job retention, and career advancement; (5) training for rehabilitation personnel to develop the knowledge and skills required to assist persons with disabilities in obtaining, maintaining, and advancing in employment; (6) best practice programs which address job retention and career advancement; and (7) challenges to rehabilitation programs, focusing on changes which administrators, employers, and clients need to make in order for services to become established procedures. Appendices provide a summary of work trends and list apprenticeship regional offices, community college associations with innovative programs, state occupational coordinating organizations, and study group members. (Contains 124 references.) (DB)

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Twenty-First Institute on Rehabilitation Issues

Strategies to Enhance Job Retention and Career Advancement in Rehabilitation

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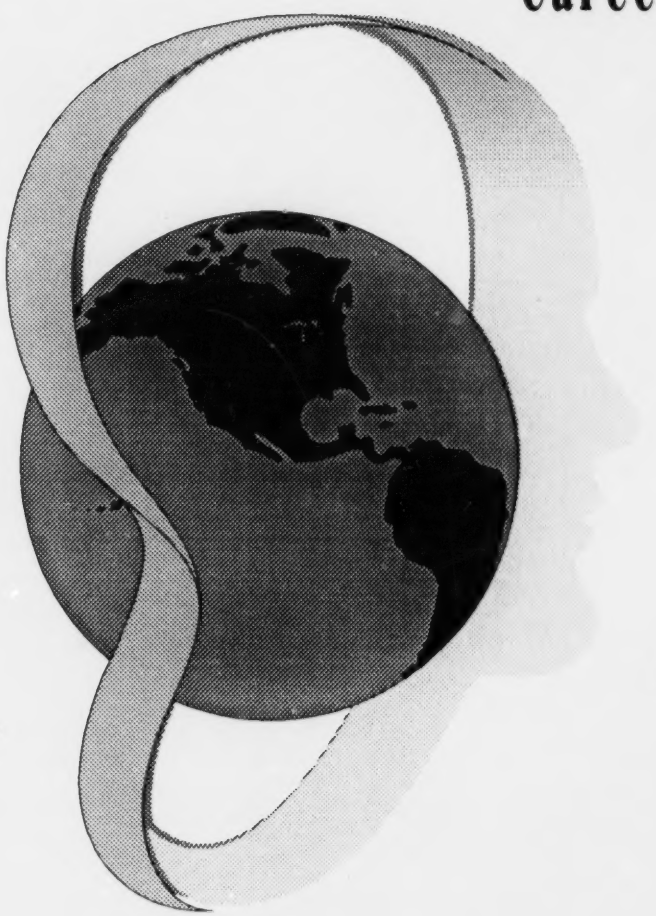
Report from the Study Group on

Strategies to Enhance Job Retention and Career Advancement in Rehabilitation



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Strategies to Enhance Job Retention and Career Advancement in Rehabilitation

Table of Contents

Chairperson's Comments v

Introduction	Introduction to the Study	1
Chapter 1	Major Work Trends: Implications for Vocational Rehabilitation	7
Chapter 2	Issues Relating to Persons with Disabilities	21
Chapter 3	A Foundation for Career Decisions	31
Chapter 4	Career Perspectives of Key Players: Employers, Consumers and Service Providers	45
Chapter 5	Approaches to Job Retention and Career Advancement	55
Chapter 6	Best Practices in Job Retention and Career Advancement	61
References		71
Appendices		83

Appendix A	Summary of Work Trends
Appendix B	Apprenticeship Regional Offices
Appendix C	Community College Associations with Innovative Programs
Appendix D	State Occupational Coordinating Organizations
Appendix E	Prime Study Group Members
Appendix F	Total Study Group Members

CHAIRPERSON'S COMMENTS

Institute on Rehabilitation Issues (IRI) publications are developed and published through the dedication and support of many people and agencies. IRI has enjoyed the support and cooperation of many organizations including the National Institute on Disability and Rehabilitation Research, the Council of State Administrators in Vocational Rehabilitation, Rehabilitation Services Administration, Regional Continuing Education Programs, and Research and Training Centers.

The topic of Job Retention and Career Enhancement is timely because of the emphasis it received in the Rehabilitation Act Amendments of 1992. Changes in economic developments and technology, shifts in the characteristics of the U.S. population, and social and political trends are redefining the future workplace. The rehabilitation process will need to place greater emphasis on helping the client consider the qualities of the job offered, and on opportunities for career advancement. Members of the Prime Study Group combined their efforts to prepare this document and accept responsibility for its content. Working as a team, they developed chapter outlines, wrote sections, discussed each other's products, revised, listened to further input, and revised again.

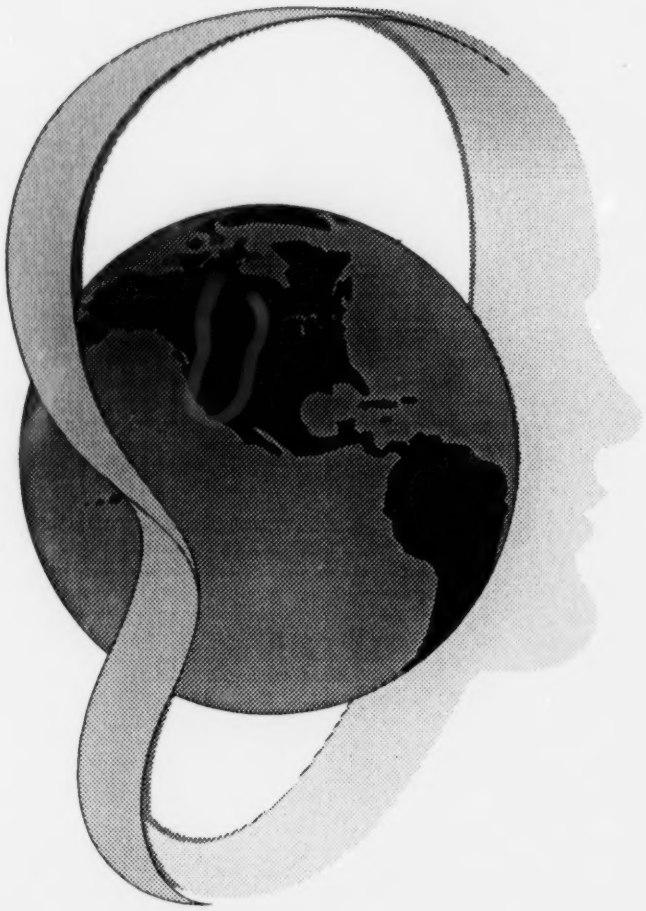
Sincere appreciation is extended to Prime Study Group members who worked so unstintingly to prepare this manuscript. Also sincere thanks are extended to Dr. B. Doug Rice of the University of Arkansas Research and Training Center in Vocational Rehabilitation for his support and leadership during the study. We are indebted to the staff of the Research and Training Center who devoted many hours preparing this document for printing and dissemination.

We have attempted to address the relevant issues and related implications in this document. We hope it will be of benefit to rehabilitation professionals in planning, implementing and providing significant and meaningful services to both consumers and employers.

It was my pleasure to work with this group over a period of time and develop a document of this nature and magnitude.

Robert C. Hope
Chairperson

Introduction to the Study



INTRODUCTION TO THE STUDY

Objectives

1. To present the need and purpose of the study
2. To present a synopsis of the contents of the document
3. To emphasize the significance of job retention and career advancement

Summary

The focus of this IRI document is to expand the focus of vocational rehabilitation on job initiation to include job retention and career advancement. Historically, entry level positions unfortunately have all too often dead-end jobs with and no opportunity for career advancement. Changes in the work world indicate changes are needed if the impact of rehabilitation services is to be retained. As greater numbers of persons with disabilities fill entry level positions, they create a log-jam that is ideally released by advancement that opens the position for other job candidates with disabilities. Training in job retention and job advancement skills can empower clients in retention and advancement activities long after the case has been closed.

Discussion

Many factors influence suitable long-term employment for individuals with disabilities. A VR process contributing to placement, retention, and advancement can be conceptualized in four stages:

1. Increasing the client's knowledge of world of work information , specifically employment sectors that are growing or declining, employer expectations, work behaviors that contribute to retention and advancement.
2. Initiating a strategic plan of evaluation designed to assess the needs, assets, and limitations of the individual followed by a prescriptive work adjustment program including training in behaviors shown by research to promote job retention and advancement.
3. Implementation of placement or job seeking support directed toward employment offering opportunities for retention and advancement.
4. Provision of follow-along and follow-up services to both employers and clients to prevent problems, and insure satisfaction

It is increasingly important to place an individual in a job that has potential for maintenance and mobility. This IRI document conceptualizes how VR might address career mobility needs of individuals with disabilities. Placement can be viewed as the first step in employment success.

Many factors, now, and in the future, will affect individuals forcing them to compete in a labor market that is constantly changing. Increasingly employers demand highly trained personnel who must continually upgrade their skills. Many companies continue to have low-skill, low-paying or part-time

jobs with no benefits, jobs with little chance of promotion or increased benefits. Downsizing and streamlining result in company layoffs. Individuals with disabilities must prepare themselves as never before, if they are to maintain their jobs and be mobile in their chosen career. Placement activities that consider long-term employment and opportunities for mobility will be critical. Further implications include networking with employers, other agencies, and consumer organizations to bring about a better understanding and awareness of the productivity employees with disabilities can bring to the workplace.

Synopsis of Document Chapters

1. Implications of major work trends for job placement, retention and advancement.

2. Career counseling and theories of work that contribute to client preparation for obtaining, retaining and advancing in employment.

3. Comprehensive assessment activities that can provide a base for case services directed toward employment offering security and chances for advancement.

4. New concepts that impact employment, job retention and career advancement.

5. Training for rehabilitation personnel to develop the knowledge and skills required to assist persons with disabilities in obtaining, maintaining and advancing in employment.

6. Review of best practice programs addressing job retention and career advancement.

7. Challenges to rehabilitation focusing on changes to be made by administrators, employers, and clients in order for services to become established procedures.

Implications

Success in the contemporary labor market requires periodic upgrading of knowledge and skills to take advantage of position changes that contribute to movement along a career path. The acquisition of promotability potential depends on an understanding of employer expectations regarding critical work performance behaviors by the four key players in the Vocational Rehabilitation process: client, counselor, administrator and employer.

Research has identified the behaviors associated with retention and those associated with advancement. This document identifies the program planning, development, and evaluation issues related to delivering services designed to promote job retention and career advancement.

Chapter One

Major Work Trends: Implications For Vocational Rehabilitation

MAJOR WORK TRENDS: IMPLICATIONS FOR VOCATIONAL REHABILITATION

Objectives

1. To examine the globalization of the economy, new technology, and population shifts in order to better comprehend emerging work trends and their implications for the workplace, workers, and potential workers

2. To offer recommendations for the vocational rehabilitation of persons with disabilities based on the identified work trends

Summary

Major trends such as globalization of the American economy, technology, and population shifts are changing the nature of work and worker skill requirements. Rehabilitation counselors must consider these changes and incorporate them into service delivery agendas in order to help people with disabilities attain satisfying and enduring life goals. Specific recommendations are offered to facilitate employment and a satisfying quality of life for people with disabilities.

Discussion

A majority of Americans with disabilities between the ages of 16 and 64 are not working, and that number has not changed since 1986 despite the fact that a majority of non-employed people with disabilities in the working-age population want to work (Taylor, 1994). Thus facilitating employment is a challenging task for today's consumers and rehabilitation professionals due to a complex array of interrelated factors, such as the heterogeneity and uniqueness of client needs, the complexity and constraints of rehabilitation service delivery systems, and the ever-changing nature of work. Surprisingly, the changing nature of work may pose the most formidable challenge for professionals and consumers alike.

The market place demands critical skills of its workers and often offers them less real income and less time and money for leisure pursuits. Many available jobs will be part-time with no benefits or opportunities for advancement. To stay competitively employed, people with disabilities will need to prepare themselves now more than ever. They will need to learn new skills and how to compete in the world of work. They will need to learn how to cope with job loss and how to access information and services that can assist them in finding new jobs.

Work Trends

The nature of work is rapidly changing due to a number of interrelated factors such as the global economy, new technology (Drucker, 1993; Hammer & Champy, 1993; & Hedley, 1992), and population shifts (Changing Face, 1993; The Numbers Game, 1993). Implicit in these changes are changes in the quality of life and leisure (Mishel & Bernstein, 1993; Schor, 1992), changes in job opportunities (U.S. Department of Labor 1992-93; Petras & Petras, 1993), and changes in job requirements (Herr & Cramer, 1992; Reich, 1992; Thurow, 1993).

The Global Economy and Technology

The American economy exists within a larger global economy that is multicultural and multinational. It is an economy that is constantly changing, becoming increasingly competitive, and undergoing continuous and tremendous technological innovation and transformation. The new global American economy has been described as post-industrial (Hage & Powers, 1992; Hedley, 1992), post-capitalist (Drucker, 1993), and Third Wave electronics-driven (Wirth, 1992). Global sourcing and the development of a world capital market evolved through a "telecommunications-computer-transportation-logistics revolution" (Thurow, 1993, p.16). From this evolved a new way of doing business in a world of increasing international production and competition (Hedley, 1992).

Advances in information and communications technology have eliminated the deleterious effects of space and time. Organizations with branches and subsidiaries throughout the world can be effectively managed, and provide as much up-to-the-minute information as organizations located at just one site (Hedley, 1992). The challenge facing the new world economies "...is to increase the potential value of what its citizens can add to the global economy, by enhancing their skills and capacities and by improving their means of linking those skills and capacities to the world market" (Reich, 1992, p. 8). The characteristics of post-industrial work mandate new skill requirements for America's workers.

Characteristics of Post-Industrial Work

The following description of post-industrial societies implicitly describes the American economy and the context of work:

> ..post-industrial societies have formally defined labor forces; are highly organized; have developed infrastructures capable of responding to the needs of the populace; are extremely energy intensive; are technologically innovative; and are increasingly geared to the provision of services rather than the production of goods (Hedley, 1992, p.21).

The American economy and the world of work are also characterized by the following factors: organizational structures, computerization, and a concomitant proliferation of knowledge and change, with a growing demand for administrative and professional services, and occupations that require complex, non-routine, face-to-face interactions (Hage & Powers, 1992; Hedley, 1992). Therefore, there are many implications for the workplace and workers.

Post-Industrial Implications

The American workforce is being transformed by demands of the new global economy. There is a shift from production workers to knowledge and service workers (Drucker, 1993; Hage & Powers, 1992), from task-oriented workers to process outcome workers (Hammer & Champy, 1993), and a transition from high-volume production to high-value production (Wirth, 1992) to accommodate emerging consumer values such as convenience, customization, variety, quality, and reasonable cost (Hage & Powers, 1992).

The knowledge explosion is one of the defining qualities of the post-industrial era. The most obvious contemporary manifestation of the knowledge explosion is the "...quantum leap in research and development where knowledge creation occurs, the accelerated implantation of knowledge in machines through automation for flexible manufacturing, and the accelerated implantation of knowledge in people through expanded higher education" (Hage & Powers, 1992, p. 41).

Knowledge is now the key resource for all work (Drucker, 1993). The addition of new knowledge will transform occupational roles into more complex processes in which mechanization will involve sophisticated instruments that yield better information for workers to act upon.

There will be few specific rules and a great deal of opportunity for individual worker initiative and problem-solving. Task emphasis will be on customized responses and information searches. There will be a proliferation of specialized fields and upgrading of skill levels required for most work roles. Primary performance criteria will be innovation, quality, customization, and personalized service, the aforementioned "new" consumer values, which are attributed, in part, to increases in the educational levels of post-industrial citizens (Hage & Powers, 1992).

Organizations today are increasingly building into their structure "the management of change." The labor force has been transformed to human resources with rewards for qualitative, knowledge-based skills, as well as the constant acquisition of new knowledge. Partnerships between organizations and responsible knowledge workers and service workers will be the essential means to improve quality and productivity.

The growth of knowledge and information oriented industries in the new economy generates more professional, managerial, and technical jobs, and fewer blue-collar positions (Ehrenhalt, 1993; Hage & Powers, 1992). Organizational employment predominates and the fundamental skill requirement of workers is the ability to adapt, to change, to learn, and continue learning (Ehrenhalt, 1993). Work tasks will consist of information gathering, problem solving, the production of creative ideas, and the ability to respond in a flexible manner to new situations or to adjust in a flexible manner when interacting with others (Hage & Powers, 1992).

Population Trends

Before 2050, population estimates indicate American society will be almost equally divided between minorities and non-Hispanic whites, with the greatest growth occurring in California, Florida, New York, Texas, and other states in the Southwest (Changing Faces, 1993). Specifically, the projections are as follows: Anglo 52%, Blacks 16%, Latino 22%, Asian 10% (The Numbers Game, 1993). Increases in the Black and Hispanic populations, and a substantial influx of immigrants, documented and undocumented, account for the increased diversity, and its trend is expected to continue.

Women will continue to join the labor force in increasing numbers. Women comprised 40% of the total labor force in 1975; by 2005 they are expected to constitute 47% (U.S. Department of Labor 1992-93). The proportion of young workers is declining, the number of older workers is increasing, and the level of educational attainment of the labor force has risen (U.S. Department of Labor 1992-93). These population shifts suggest that certain worker populations will experience greater economic hardship if they are not prepared to meet the demands of the new workplace. These workers include people with disabilities, especially women, and racial and ethnic minorities.

Population Shift Implications

The Economic Policy Institute (Batt & Osterman 1993), reported that minorities and children were especially vulnerable to poverty despite the economic growth during that period. Some reasons given include wage decline and the failure of the "safety net", i.e., the government's system of taxes and transfers designed to ameliorate poverty. "The only type of family that experienced income growth from 1979 to 1989 was married couples with a wife in the paid labor force" (Mishel & Bernstein, 1993, p.41). Further, "Women's average wages are consistently lower than men's average wages in all countries, even after adjustments for differences in the working hours" (Rubery, 1989, p.282). For

example, in the United States nearly 75% of full-time working women earn less than $20,000 as compared to 37% of full-time working men, and one third of families headed by women live below the poverty line, which was $13,359 for a family of four in 1990 (Women's Action Coalition, 1993). Additionally, disabled women workers earned 38% less than nondisabled women workers in 1987 (Women's Action Coalition, 1993). Moreover, it appears that women and minorities are over represented in the contingent work force--part-timers, temporaries, freelancers, and consultants. "They generally work without health care and pension benefits and are excluded from a whole battery of labor and civil rights laws, covering everything from minimum-wage legislation to age, gender, and racial discrimination; from occupational health and safety to sexual harassment" (Judd & Pope, 1994, p.87).

Economists have identified that greater education and more work experience from accumulated knowledge and seniority are associated with wage growth, both for individuals and the economy. It is therefore imperative to improve educational and training opportunities, outcomes, and accessibility to jobs which offer greater responsibility, pay, and prestige to people with disabilities, particularly women and members of racial and ethnic minority groups.

Leisure

Work hours have risen across a wide spectrum of American workers (Schor, 1992). Workers across industries and occupations, of all income levels, married and unmarried, with and without children are finding themselves working more and more hours and earning less money. In 1987, the average person increased his or her work time by 163 hours, or about one month per year above the annual hours of paid employment in 1969. Contributing factors include: (a) they need to hold more than one job at a time to make ends meet due to a disappearance of stable positions that pay a livable wage, (b) an increase of casual and temporary service sector employment, and (c) increased overtime which allows employers to meet increased output demands without hiring additional workers. In addition, consumer demand for goods and services has created a powerful cycle of "work and spend" which diminishes the time available for a relaxed and leisured way of life (Schor, 1992).

The National Study of the Changing Workforce, a survey of 3,400 workers, found that workers, especially those with children, feel overburdened by increasing demands at work, and cheated of time for themselves and their families (Families and Work 1993). Workers indicated a desire for a work environment that allows them to balance work and family needs. Critical skills that are up to date and marketable in the new world of work are essential components to obtaining a good job and an enjoyable and enduring quality of life and leisure.

Skills In The New World Of Work

Customers, competition, and change characterize the new international economic marketplace. Task-oriented jobs are on the decline and multidimensional jobs have proliferated. Workers are expected to make choices and decisions on their own, often as members of teams, and companies have begun to organize around process. Process is defined as "...a collection of activities that takes one or more kinds of input and creates an output that is of value to the customer" (Hammer & Champy, 1993, p.35).

New critical skills are necessary. Several factors are behind this shift toward new skills for work:

1. Greater use of information technologies;

2. The move away from craft and assembly manufacturing toward computer-mediated processes;

3. The larger amount of knowledge of work in almost every occupation;

4. New requirements for education and the ability to manage complexity;

5. The redesign of many jobs to include computer-based work ; and

6. Frequent combination of skills into one job, often with a new job title and increased individual responsibility (Coates, Jarratt, & Mahaffie, 1991).

Reich (1992) devised three broad categories of work to characterize the workforce of the emerging global economy: routine production services, in-person services, and symbolic-analytic services. These three functional categories cover more than three out of four American jobs.

Routine Production Services

Routine production services involve repetitive tasks guided by standard procedures and rules. Wages are based on the number of hours worked or on the amount of work produced. Routine producers must be able to read and perform simple computations, as well as demonstrate reliability, loyalty, and the ability to follow directions. By 1990, routine production work comprised about one quarter of American jobs and the number was declining.

In-Person Services

In-person services involve simple and repetitive tasks, however, these services are provided from person-to-person and thus are not marketed. Included in this category are retail sales workers, waitpersons, hotel workers, janitors, cashiers, hospital attendants and orderlies, nurse's aides, taxi drivers, secretaries, hairdressers, auto mechanics, real estate agents, flight attendants, physical therapists, and security guards. In 1990 these jobs comprised about 30% of the American job market and their numbers were rapidly growing.

Symbolic-Analytic Services

Symbolic-analytic services can be traded worldwide. Such services include problem-solving, problem identifying, and strategic brokering activities. They involve the manipulation of symbols, data, words, oral, and visual representations. Symbolic and analytic service workers include research scientists, design engineers, software engineers, public relations executives, investment bankers, lawyers, real estate developers, and accountants, and their services can be traded worldwide. Income depends on the quality, originality, cleverness, and speed with which the person solves, identifies, or brokers new problems. To prepare for these careers, individuals need to graduate from four year colleges or universities, and may have advanced degrees. Currently no more than 20% of American workers hold such positions.

Routine production services, in-person services, and symbolic-analytic services constitute the emerging employment marketplace. Routine production service jobs are declining and in-person service positions are increasing, generating growth in both skilled and unskilled service jobs, positions that require greater interpersonal facility and flexibility. The skills of the symbolic analyst, in contrast, will emphasize more advanced skills that are most closely aligned with the demands of a global economy. Such jobs, though fewer in number than in-person services, are likely to offer the best salaries and benefits, the most opportunities for advancement, and more reasonable prospects of job tenure.

There will continue to be a range of job opportunities available for workers with disabilities. However, there will also be a range of salaries, benefits, employment duration, work hours, working conditions, and worker skill requirements associated with individual jobs. The challenge facing workers, potential workers, and rehabilitation professionals will be to identify, prepare for, obtain, and retain the best job(s) possible for individual clients in an economy that is constantly changing and becoming increasingly competitive and complex.

Labor Force of the 21st Century

The labor force of the twenty-first century to a great extent will ".. be comprised of highly educated professionals and technicians involved with the production, manipulation, recording, and distribution of knowledge, thus consolidating the information revolution that we are currently experiencing" (Hedley, 1992, p.186). The growing demand worldwide is for workers with symbolic and analytic skills such as those obtained through liberal arts and professional and technical degree programs that emphasize and refine four basic skills: abstraction, system thinking, experimentation, and collaboration (Wirth, 1992).

Abstraction involves discovering patterns and meanings so that raw data can be shaped into workable patterns. Analogies, models, constructs, formulas, categories, and metaphors are utilized. System thinking involves discerning larger patterns, causal connections, relationships, and consequences in order to see new possibilities. Critical experimental inquiry is needed to test new ideas which also involves sub-skills such as testing hypotheses, observing, comprehending causes and consequences, and drawing appropriate conclusions. Collaboration implies teamwork. Individuals communicate with each other and explore problems and solutions as a group, ultimately leading to consensus.

Implications

Implications and recommendations for vocational rehabilitation service delivery are:

1. Reportedly, 3.8% of disabled women have college degrees, as compared to 20% of nondisabled women (U.S. Department of Labor, 1993). Thus, there is an urgent need to improve educational and training outcomes for our nation's citizens, particularly for people with disabilities who are women and/or members of racial and ethnic groups, so they may compete more successfully in an increasingly knowledge-oriented economy and qualify for an expanded array of employment opportunities. Needed supports such as child care, the accommodation of diverse learning styles within educational environments, and mentoring relationships can assist in this process.

   Additionally, counselors and clients should consider work goals that offer full-time employment, livable salaries, benefits, and opportunities for advancement and promotion. This is particularly crucial for women with disabilities who are single parents, and for persons of racial and ethnic minorities, if they are to move out of the cycle of poverty and into a satisfying and enduring quality of life and leisure. Such an endeavor involves more than merely matching someone's interests and abilities to the requirements of a particular job. It also involves close attention to client economic needs, the salary structure and benefits that accompany the jobs, and the opportunities for individual growth and development in a particular field.

2. A rapidly changing economy will continue to contribute to organizational downsizing and restructuring, offering most workers little job security regardless of job title or skill level. Therefore, all workers must expect to change jobs with increasing frequency and learn to compete for available jobs. The unemployed must be able to identify and access alternative employment options efficiently and quickly, making job-seeking skills a necessary survival tool for all workers. Moreover, industry growth is strongest in business services and health care, but national projections must be tempered with local information due to economic diversity across geographic regions and differential employment rates across and within industries.

   Most importantly, clients need to know that there is no "job for life" anymore. Consequently, they need to know how to look for a job and how to cope with job loss and extended periods of unemployment. Future referral information for these services can be provided by the rehabilitation counselor prior to completion of the case process. Additionally, all clients should possess the basic skills/tools required to obtain employment. For example, clients should know how to prepare a resume, how to interview for a job, the proper attire to wear to the interview, and how to access available jobs in one's community. Further, it is important to recognize that there will always be individuals with disabilities who will need assistance in finding work. Persons with cognitive disabilities or individuals who experience mental health difficulties should be aware of resources in the community to which they can turn for assistance. Clients also need to know that losing a job is not necessarily their fault. Economic factors beyond their control will likely be the primary reason for both job loss and job creation.

3. The economy and the nature of work will continue to change. Therefore, counselors need to apprise themselves of economic trends and their implications for work and workers. This should be done frequently in order to keep up with current information. This data can then be incorporated into vocational rehabilitation counseling strategies so counselors can help clients prepare and compete realistically for available jobs. Ideally, formalized training could be offered by employers for rehabilitation staff. However, counselors can independently avail themselves of such information. Resources include newspapers and periodicals such as the financial section of USA Today, Business Week, the New York Times, and The Futurist. Further, counselors should encourage their clients to inform themselves of major work trends and how their professions or jobs may be affected. For example, simply reading the business section of the local newspaper or joining professional associations can enhance one's knowledge of the fluctuations within the American economy and the implications for the world of work.

4. Since many available jobs will be part-time with limited or no benefits, counselors may want to advise and help clients to obtain more than one job. In today's economy there are many who must rely on at least two sources of income in order to survive. For some individuals this could be presented as an "interim goal" wherein a worker may also continue to look for a full-time job which offers a better salary and/or benefits. Part-time workers may also opt to pursue education or training while working in order to advance to a technical or professional degree and better employment opportunities.

5. Education and on-the-job learning to refine the four basic skills of the symbolic analyst need to be developed and emphasized to enable our country and its citizens to compete in the global economy and to prepare America's workers with disabilities to qualify for and obtain the choicest jobs.

6. Computer skills, numeracy, and literacy appear to be essential for all workers, regardless of job title. Educational and vocational counseling and guidance programs need to emphasize these "critical" skills. All workers, regardless of occupation or skill level, should have exposure to computer technology and operations. Moreover, these skills are likely to transfer to a number of jobs and occupations.

7. The ability to work independently, the ability to work in a diverse workplace, and as a member of teams, are likely to be expected of all employees at one time or another. Educational and training programs and management initiatives that emphasize and value diversity, cooperation, conflict resolution, and team-building are needed.

8. Workers must expect to "relearn" and "retool" periodically throughout their work lives in order to keep pace with technological and knowledge-based changes occurring in the workplace. Therefore, individuals should plan for and expect on-going education and skill acquisition throughout their work lives. Continuing education and remediation should be considered and recommended for all workers. For, as United Labor Secretary Robert Reich (1994) pointed out:

> "Well-educated and skilled workers are prospering: those whose skills are out of date or out of sync with industrial change anxiously contemplate their prospects; those without education or skills drift further and further away from the economic mainstream" (p.3A)

While education, training, critical skills, and continued learning appear to be the essential ingredients to economic prosperity and survival, it is important to remember that a great number of persons with a disability may experience great difficulties in learning situations, or may be unable or unwilling to participate in such programs. Prior learning difficulties, the existence of learning disabilities, mental health problems, the unavailability of educational resources in one's community, family obligations, or worker preferences can, individually or together, make a return to or continuation of schooling unfeasible. The task for rehabilitation professionals and consumers then becomes more complex.

Some potentially useful remedies rehabilitation professionals and consumers may wish to consider are:

1. Use job coaches and/or tutors on an intermittent basis for those workers already employed who must learn new job tasks or procedures, and who require individualized and supportive one-on-one teaching and learning due to disability factors: job coaches can also encourage employers to sponsor these services as a component of reasonable accommodation.

2. Provide job coaching and/or tutoring services which are individualized to meet the learning style of a particular student or worker in order to improve chances of succeeding in school and/or on the job.

3. For those persons unable or unwilling to advance their education practice selective job placement initiatives that not only help them to find a job but also help them acquire the best job available in terms of pay, benefits, and working conditions.

4. Encourage some workers to relocate to geographic areas that are likely to offer improved employment options and a more reasonable cost of living.

5. Encourage and assist some persons to obtain more than one job in order to meet their economic needs

Counseling and Guidance Initiatives

The following vocational counseling and guidance initiatives may further enable rehabilitation counselors and other professionals to help their clients prepare adequately for the world of work:

1. Career counseling and guidance sessions should reflect a "working alliance" between counselor and client (Meara & Patton, 1994). Such an orientation, facilitated by the vocational rehabilitation counselor, emphasizes that the work in career counseling proceeds most effectively when undertaken as a collaborative and purposeful endeavor in which counselor and client identify problems and search for solutions. It is thought that strong alliances can assist clients in participating fully in the career counseling process, in making sound career decisions, smoother career transitions, and better lifelong career adjustments. For example, clients who are able can be encouraged to conduct their own independent vocational exploration by reviewing materials on placement rates associated with educational/training programs they are considering through local colleges and technical schools.

2. "Counseling for personal flexibility" with evaluative and training emphases on the behaviors, skills, and attitudes that industrialized societies are seeking are essential in preparing workers to adapt and function within a global economy (Herr & Cramer, 1992). "...this term represents a summary of the perspectives held in parallel with such terms as personal competence and life development skills. As such, the term personal flexibility creates a focus toward the likely interaction of person, occupational opportunities, and the dynamics of the work place in the twenty-first century" (p. 120). The elements of personal flexibility in a global economy include basic academic skills, literacy, numeracy, and communications. Additionally, adaptive skills such as skills of problem recognition and definition, handling information, analytical skills, skills of implementation, human relations, and learning skills are needed.

   In such a view, the targets of intervention for counseling for personal flexibility may be one or more of the following skill sets for particular individuals: **cognitive or physical skills**, that is, alternative models of conceiving problems, problem solving, or reasoning about self or others or way of performing or doing certain tasks; **interpersonal skills** such as initiating, developing, and maintaining relationships (for instance, self disclosing, communicating feelings accurately and unambiguously, being supportive, and being able to resolve conflicts and relationship problems constructively); and **intrapersonal skills** such as developing self control, tension management and relaxation, setting goals, taking risks, and so on (Herr & Crapmer, p. 119). Career motivation factors are also embodied within the concept of personal flexibility. Three components comprise work motivation: being resilient within a context of constant change, having insight into one's environment, and being able to identify with one's job, organization, and/or profession as a career achievement.

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Summary and Conclusion

There is evidence which suggests that "...persons with disabilities tend to be hired in good times--even more so than those without disabilities--and displaced in bad times--again, even more so than those without disabilities. Thus, the labor force participation of persons with disabilities would appear to be tied to phenomena that transcend economic cycles themselves" (Yelin & Katz, 1994, p. 42). Therefore, the challenge facing today's consumers and rehabilitation professionals is to prepare for an ever-evolving society, economy, and labor market that is extremely difficult to discern and predict. However, it is evident that many new types of work are appearing, and much of the work to be done requires new levels of personal commitment and capability on the part of its workers. Further, many jobs will come and go quickly due to factors beyond the worker's control. Jobs will change, and they will change rapidly, requiring workers to constantly learn and relearn in order to stay competitively employed.

The emerging employment marketplace will demand critical skills of its workers, particularly for the choicest jobs, and are likely to offer them less real earned income and less time and money for leisure pursuits. Many available jobs will be part-time with no benefits or opportunities for advancement. Unfortunately, some workers will be hit particularly hard by these work trends. People with disabilities, particularly women and racial and ethnic minorities, groups who traditionally have held disadvantageous economic positions in American society, will need to prepare themselves now more than ever. They will need to learn new skills, how to cope with job loss, and how to access information and services that can assist them in identifying and finding new jobs.

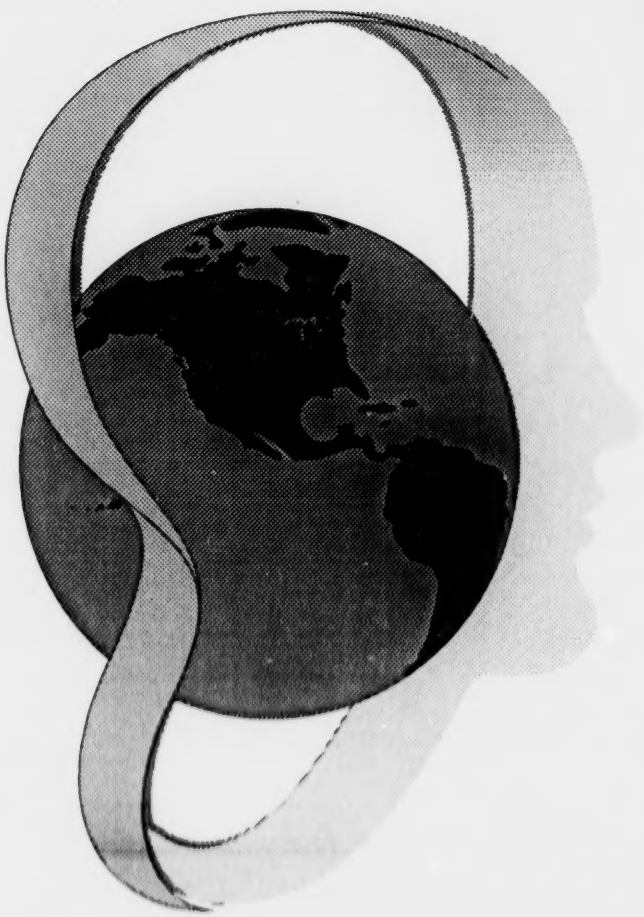
Persons with cognitive and mental health impairments who have experienced difficulties in learning environments are likely to be particularly challenged by the accelerated emphasis on cognitive skills, and education and training requirements that will continue to be components of obtaining good jobs as well as retaining them. Rehabilitation professionals, consumers, and employers will need to work together in new and creative ways to provide the individualized supports and services necessary to facilitate employment successes for these individuals.

Work is likely to continue to be a central force in defining individual life styles. As such, the entity known as work, the preparation for work, and the ability to obtain and maintain work, become increasingly important. Potential workers, employers, and professionals must incorporate higher education and continued learning into their respective life and work roles for, as suggested by an analysis of earnings by occupation in the 1980's, more educated workers tended to experience gains in average earnings (Gittleman, 1994).

Because vocational rehabilitation services are time limited, and the demand for vocational services in the emerging workplace is likely to be intermittent, counselors and consumers must recognize the need to work together to forge a "working alliance," with a goal of counseling for "personal flexibility." Such strategies can help workers with disabilities to become adaptable, marketable, and productive in the new American economy.

Chapter Two

Issues Relating to Persons with Disabilities



ISSUES RELATING TO PERSONS WITH DISABILITIES

Objectives

1. To review legislation and issues surrounding job retention and career advancement
2. To discuss implications of career, earnings, and promotion in reference to vocational rehabilitation
3. To discuss research support for retention and advancement in employment

Summary

Worker performance, getting along with co-workers and supervisors, and enhancing one's career in an ever-changing world are overriding concerns of workers with disabilities and the professionals who serve them.

Discussion

This chapter discusses career counseling and theories of work, reports current findings, and suggests what is effective in retaining and advancing workers.

Legislation

Section 102 of the Rehabilitation Act Amendments (1992) addresses the job retention provision as it relates to the Individual Written Rehabilitation Program so services can be provided where required to retain gainful employment. The section in the Act related to career advancement can be found in Scope of Vocational Rehabilitation Services, Section 103, (a) (2) "counseling, guidance, and work-related placement services for individuals with disabilities, including job search assistance, placement assistance, job retention services, personal assistance services, follow-up and follow-along, and specific post-employment services necessary to help such individuals maintain, regain or advance in employment." In neither case does the Act state how the agency will provide these job retention and career advancement services. It is implied that job retention and career advancement services can be provided while a case is open or in post-employment services.

Although the legislation does not contain definitions, the literature contains numerous descriptions of retention and advancement. From these sources, the prime study group developed the following definitions for the purpose of this document:

> Career Advancement: Advancing to a better paying job; change in job title as a result of an increase in quality and quantity of skills.
>
> Job Retention: The ability to retain employment and/or to identify, obtain, and or retain jobs that are satisfactory and which offer opportunity for advancement.

Issues

The previous chapter focused on changing work forces including technology, demographics, work demands, benefits, and the work place. Research-based assessment materials are emerging to measure job retention and career advancement. Accurate evaluation of critical behaviors will become increasingly efficient. Therefore, measurement of these workforce changes or proxies will not adequately capture what impact they have on vocational rehabilitation, client job retention, or career advancement.

Data from the RSA-911 is also void of any variables that may be used to measure job retention or career advancement. Earnings data are reported on a weekly basis and at the end of a 60 day period, where earnings may be based on a probationary or try-out period. The RSA-SSA datalink reported in InfoUSE documents (Dean, 1988) detect earnings over time. However, are these earnings from the same job, two jobs, six jobs? Regarding advancement, if an increase is detected, is it a promotion or cost-of-living increase? If there were unlimited resources, and a client survey on job readiness and client advancement were conducted in each state, would clients truly know if they "retained" employment when promoted? If they were given a lateral transfer or demotion, would they consider (or be told) it was a promotion. Is job retention or promotion always desirable? Are there not times a parent-worker wants to raise children, or someone has finally been given a "long fought for" SSDI, AFDC, or Worker's compensation settlement?

Persons with disabilities have historically been locked into entry level positions. Consumer surveys indicate that career mobility is a growing concern for persons with disabilities. However, individuals lack information on strategies for developing profitability potential and marketing themselves to employers who have not perceived them as candidates for advancement.

Career Theories

The earliest conceptions of career as a complex life-span process began to emerge in the early 1950's (Ginzberg, Ginzberg, Axelrod, & Herma, 1951; Roe, 1956; Super, 1953). Theorists began to use terms such as career and life-span vs. vocational and occupational choice. A trend began to emerge which focused on all the factors involved in life pursuits rather than on choosing a vocation, based upon a rather simplistic notion that knowledge of personal characteristics and vocational opportunities will lead to a rational vocational choice (Parsons, 1909). Little if any consideration was given to the impact of these decisions at a later point in life. Today, career development is viewed as a dynamic life-centered process involving one's whole life. Wolfe and Kolb (1980) articulate the career process as follows:

> "Career development involves one's whole life, not just occupation. As such, it concerns the whole person, needs and wants, capacities and potentials, excitements and anxieties, and insights. More than that, it concerns the person in the ever-changing contexts of their life. The environmental pressures and constraints, the bonds that tie the person to significant others, responsibilities to children and aging parents, the total structure of one's circumstances are also factors that must be understood and resolved. In these terms, career development and personal development converge. Self and circumstances evolving, changing, unfolding in mutual interaction constitute the focus and the drama of career development (pp. 1-2)."

Consequently, these conceptualizations of career suggest that changes in any aspects of one's life can affect occupational decisions and satisfaction. The rehabilitation professional involved in working with clients through this process must be skilled in working with people with both career and personal

decision-making issues. This is a shift in how career and rehabilitation professionals have traditionally worked. The focus of their practice has been on obtaining successful vocational outcomes. Osipow (1982) suggested that the absence of process emphasis in career counseling has made career counseling very different from other kinds of modalities. It has caused career counselors to focus on outcomes and on methods rather than interactions with client and counselor (p. 33)"

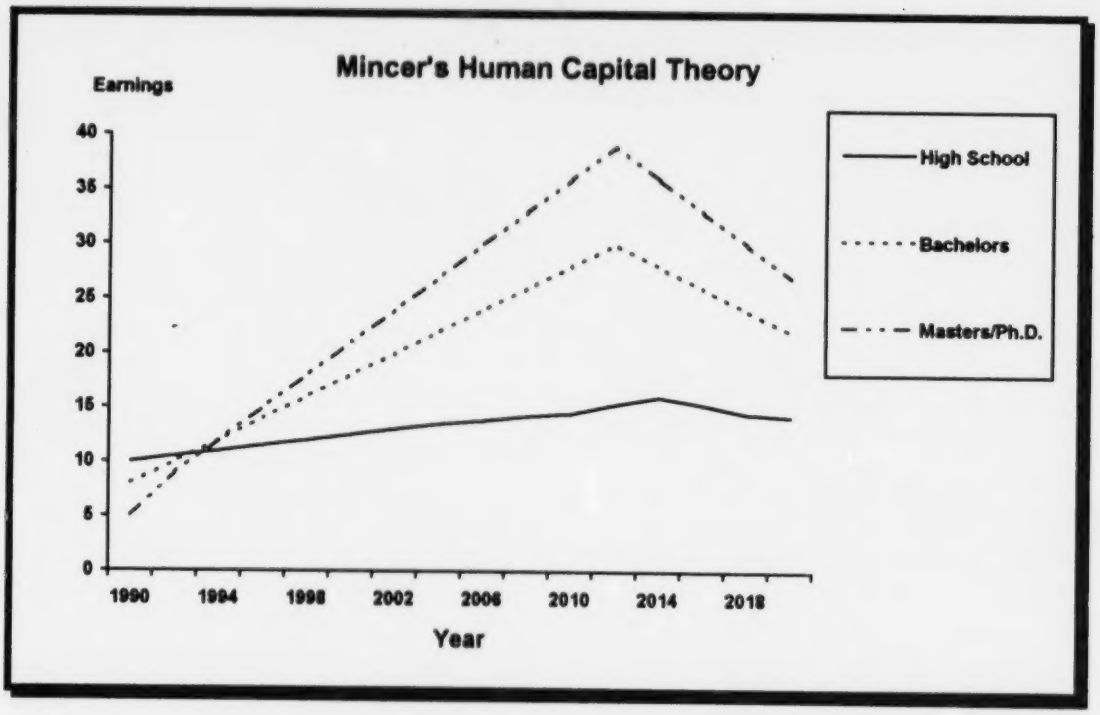
Counselors involved in working with individuals with initial and career advancement decisions must assume the same dynamics and concepts applied to other types of counseling relationships involved in the career decision-making process (McDaniels and Gysbers, 1992). We can assume that the block to advancement issues presented by contemporary theories are magnified by individuals with disabilities as they often face many obstacles throughout their life span (Levinson, 1993).

Job Retention and Career Advancement Theories

Mincer's (1974) human capital theory states that earnings are a function of education and experience and follows a curve rising sharply at the beginning of the worker's career, leveling off mid-career, and falling off as the worker retires. Mincer states that people with more schooling earn higher annual pay, the impact on earnings of individuals is greater than wages lost during the attendance of schooling, and the difference is larger the shorter the general span of working life, since the costs of schooling must be made up over a relatively shorter period. Research has yet to document the application of this theory to the career retention and advancement of persons with disabilities. However, rehabilitation professionals can use the theory in program development and service provision.

After entering the labor force, the worker devotes resources mainly in furthering job skills and acquiring job-related information, whether in the form of direct dollar outlays or opportunity costs of time devoted to these purposes, on or off the job. Net earnings in the first year are obtained by deducting training costs from gross earnings which the worker would earn if he did not continue to invest in himself. Mincer's original study (1974) confirmed his Theory of Human Capital. Lifetime (career) earnings are represented by the area under curves that arch higher as more education and experience are required (see Figure 1). These curves also arch lower for various minorities and women, so many factors need to be taken into account when plotting an individual's earnings over his or her career. The longitudinal studies cited in the references, however, still attribute education as a major factor in job retention and career advancement. These factors have been studied by Jacob Mincer and several other economists (Mincer, 1974; Mincer, 1989a; Mincer, 1989b; Mincer, 1991a, Mincer, 1991b; Mincer, 1991c; Murphy & Welch, 1990). Rosenbaum's (1984) Theory of Career Mobility includes a tournament theory where various factors affect one's eventual status in the corporation. Variables studied in his Career Mobility in a Corporate Hierarchy include, but are not limited to, the demographics of age, gender, race, education, having a mentor, and having a sponsor.

Figure 1



Research Findings

Many studies of VR program effectiveness are also good sources of client earnings information. David H. Dean's (1988) dissertation addresses concerns of vocational rehabilitation, and his later works compare cohorts earnings over time (longitudinal studies). His latest report for RSA entitled **"InfoUSE"** on the RSA database, shows that previous experience is the best determiner of job retention. In InfoUSE's "Assessment of Client Information's" Executive Summary, Summary of Findings, "earnings and/or work status at work referral proved to have the most consistent relationship with positive outcomes. The small proportion of applicants who are working at referral have a much higher likelihood of achieving a paying job at closure than those not working at referral." "In the study analysis, past work experience was the best predictor of future success" (Dean, 1988).

About 60 to 70 percent of clients accepted for services were rehabilitated--that is, they completed the planned services and then held a job for at least 60 days. Some clients held a job before they were referred to VR, of course, but more worked for wages immediately after closure than before (from 8 to 18 percentage points more, depending on the type of disability). Although the wage-earning group shrank in subsequent years, average earnings did rise, and rehabilitants continued to do better than dropouts (Dean, 1988)."

The study goes on to say, "these applicants who were rehabilitated worked on more and earned more than their group did before VR, and the trends were better that those for non-rehabilitants (partial participants) and dropouts. On the other hand, the rise in proportion of those earnings in any year was short-lived (lasting only 2 years after closure), and subsequent earning gains for the shrinking fraction working were modest. Using statistical methods to control for some pre-existing differences between

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the groups, we found the rehabilitants' work level and earnings higher at the 5-year point after VR than those for the other two groups (Dean, 1988)."

Other studies compare the VR program to the Job Training Partnership Act (JTPA). Michael Bernick (1984) makes a strong argument through case examples of several factors that lead to retention:

1. training in good paying jobs,
2. respected jobs,
3. training by instructors with knowledge of the industry,
4. discipline and performance standards,
5. supportive counseling during and after training,
6. strong connections with employers, and
7. workers who have an aptitude for the training field, and possess basic literacy skills.

Studies of severely and catastrophically disabled individuals identified factors impacting job retention (Botuck, 1993; Buccilli, 1989; Curl, 1992; Wehman, 1989). To explain some of the loss in job retention, Wehman looked at co-worker attitudes. Co-workers may expect the worker with a disability to perform similarly to the position's predecessor. Co-workers and supervisors may want to communicate with the VR professional rather than the worker with a disability. Finally, co-workers may have prejudices toward persons with certain disabilities.

Additional research rank-ordered the following factors associated with job retention; hours worked per week, weekly earnings, primary income source, work status, activities where the client works (number), activities with family (hours/week), and activities with others in the community (hours/week). According to these studies, "getting along" appears to be associated with job retention.

Implications

Of all the theories, studies, resources, and issues, there is no method or even proxy for measuring job retention or career advancement; those variables cited in the above studies are not "pure" measures of either. Improving job tenure for people with disabilities will require meeting the expectations of consumers, employers, and VR professionals. For consumers in non-supported employment, the skills needed to stay employed are not the same as the skills needed to get hired. Consumers must understand and abide by workplace norms and expectations. Consumers are also reminded of post-employment services as VR's only standing policy on job retention. Some states have no policy on career advancement, so in the case of loss of job or imminent loss, the local VR office is a resource.

For supported workers, job retention requires that consumers have adequate job skills to meet employer criteria. Large employers retain employees longer than smaller employers, possibly due to the shorter lifespan or lack of hierarchy to address disability issues in smaller companies. This also holds for supported employment providers. Some providers will ensure "lifetime support" to clients in supported employment. Realistically, however, if a provider folds, VR is again the resource to address loss of job or imminent loss of job to persons with disabilities.

Employers looking for qualified employees, or ways to accommodate a current employee, might call the following agencies:

1.	Local Vocational Rehabilitation office	
2.	ABLEDATA: Newington Children's Hospital	800/344-5405
3.	National Rehabilitation Information Center	800/346-2742
4.	AT&T National Special Needs Center	800/233-1222
5.	The National Support Center	800/IBM-2133
6.	Rural Research and Training Center	405/243-5481
7.	Job Accommodation Network	800/JAN-PCEH

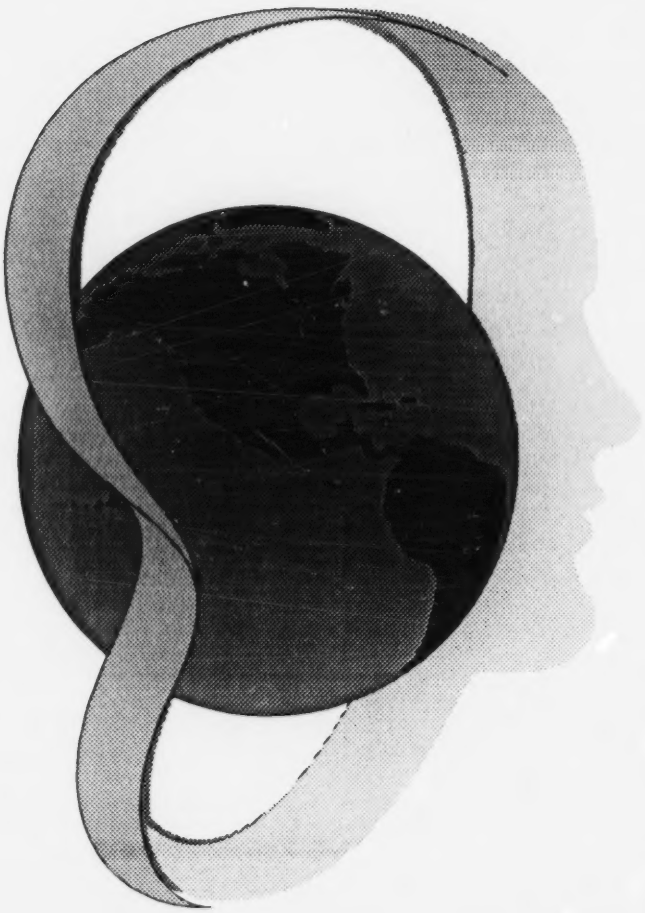
This leaves VR and various agencies as resources to employers and consumers. Depending on which state, and ultimately which counselor and what local resources are available, clients may rely on post-employment in the case of loss of job or imminent loss of job. However, for career advancement, available services can range from none to a Job Lab with phones, newspapers, and the latest job seeking and job retention technologies.

With the trends from Chapter I in mind, VR could play an even greater role in preparing clients to compete in the global market by providing them with conflict resolution skills and general knowledge about getting along with co-workers.

Finally, like all employees, workers with disabilities (and their guardians) have a responsibility to be knowledgeable about available resources, keep their skills current, be aware of trends (as outlined in Chapter I) and how they impact various economic sectors, and be aware of how to retain employment while furthering their careers. Beyond all the theories and how they apply to various populations, it is ultimately the individual worker who drives his or her career.

Chapter Three

A Foundation for Career Decisions



A FOUNDATION FOR CAREER DECISIONS

Objectives

1. To outline information relative to the development of the initial vocational profile and an appropriate "job match" through the use of a comprehensive assessment

2. To provide information relative to workplace norms and expectations

3. To identify skills and needs beneficial for job readiness, job seeking, job retention and career advancement

Summary

This chapter provides a brief overview of the comprehensive assessment process as the foundation for affecting an appropriate job match that results in job retention and provides a basis for career advancement. Also demonstrated is the correlation between skills and needs required during preparation for employment, during job search, for job retention, and ultimately for career advancement.

Discussion

Comprehensive Assessment

The 1992 Amendments to the Rehabilitation Act require a "Comprehensive Assessment" of the unique strengths, resources, priorities, interests, and needs of an eligible individual in order to determine the goals, objectives, nature, and scope of vocational rehabilitation services. Historically, this has been one of the weakest areas of service delivery for state rehabilitation agencies. This is most unfortunate because this process has substantial influence on the success of job placement. It is through the comprehensive assessment that the counselor completes a vocational profile of the individual in order to achieve an appropriate "job match", i.e. matching the individual with an appropriate employment goal. Consequently, for job retention and career advancement to occur, there must first be an initial, suitable job placement. Therefore, to effectively address job retention and career advancement, job placement must first be revisited.

An appropriate "job match" is determined through the mechanisms of a comprehensive assessment. This process allows both the counselor and the client an opportunity to achieve the following:

- identify and address potential problems that could interfere with plans for vocational rehabilitation in terms of job development and job placement,

- determine strategies for providing ongoing vocational guidance and career counseling,

- provide the individual with adequate information to make an "informed choice" relative to the individual's employment goal, and

- provide a "road map" to guide the delivery of vocational rehabilitation services.

The comprehensive assessment process should start at referral. It continues during the decision-making phase of eligibility, and primarily takes place after the individual is determined eligible for vocational rehabilitation services. To the extent needed, the following key areas are investigated further during the comprehensive assessment -- medical, psychological, educational, vocational, and social.

1. Medical

    - physical
    - psychiatric

Assessment of additional medical factors obtained after eligibility evaluates the client's current situation and potential plans as such plans relate to the following:

- physical restrictions, such as lifting, carrying, walking, and dexterity;
- progressive nature of the disability;
- dependency on or necessity for therapies, wheelchairs and/or other adaptive devices, such as prosthetics, or orthotics;
- ability to control depression, handle stress, avoid conflict;
- personal hygiene;
- behaviors that might jeopardize an employment situation;
- disorientation, memory impairment, delusions;
- cooperation with mental health treatment plan; and
- other relevant situations.

2. Psychological

    - personality
    - intelligence and related functional capacities
    - personal adjustment
    - interests/recreational
    - interpersonal skills

Assessment of psychological factors appraises the behavior of the individual in terms of work attitudes, work habits, and work tolerance necessary for successful job performance. Areas to investigate may include the following:

- personality,
- temperament,
- intellect,
- interests,
- potential problems client may have in adapting to work,
- evaluation of the client's ability to cope with life's demands, and
- other individual situations.

3. Educational

- past achievements
- potential for additional vocational/academic training
- available training opportunities

Educational information assesses the client's ability to acquire occupational skills and their capacity for successful job performance. Included in this assessment is information as listed below:

- vocational evaluation,
- GATB,
- prior coursework and transcripts,
- highest grade level completed,
- grade point average,
- ACT, SAT scores,
- performance and verbal skills,
- reading skills,
- math skills, and
- other individually relevant information.

4. Vocational

- vocational interests
- work experience

- employment opportunities
- rehabilitation technology services and/or devices

Vocational information assesses the client's potential for employment opportunities. The following areas should be appropriately investigated:

- feedback from previous employers, if previous work history exists,
- ability to follow instructions,
- level of supervision required,
- ability to relate with supervisors/co-workers,
- punctuality and attendance history,
- reasons for selecting particular areas of vocational interests,
- employment goal in relation to labor market,
- unique functional demands of the employment goal (job analysis),
- client's economic needs, such as salary structure and benefits that accompany particular jobs,
- opportunities and requirements for individual growth and development in the career field,
- client's knowledge of job search and level of intervention anticipated with regard to job placement, and
- community-based situational work assessment, if appropriate,
- client's need for rehabilitation technology services and/or need for assistive technology devices that would enable the client to perform at maximum potential in training and/or on the job, and
- other relevant information.

5. Social

- cultural
- family support
- transportation
- financial

- comparable benefits
- housing

Assessment of social factors evaluates the client's adjustment and support system and includes:

- network of family, friends upon whom client can depend,
- family/community acceptance of the disability,
- current living arrangements,
- availability of transportation,
- other financial resources,
- availability of services from other agencies, programs,
- client's ability to contribute towards the cost of the program, and
- other relevant situations.

The comprehensive assessment is both objective and subjective and may involve one or more of the following methods:

- review of existing data/information,
- authorization of additional diagnostics (vocational, medical and/or psychological),
- facts observed by the counselor,
- interviews with the client, family, other interested individuals, professionals, and/or paraprofessionals involved in the client's rehabilitation,
- research by the counselor to examine and interpret facts, information, and data, especially labor market forecasts,
- on-site career exploration by the counselor and/or the client, and
- other relevant methods.

This process yields a composite picture of the client's feasible vocational options determined in light of the individual's abilities, limitations, skills, and available resources, thus producing a "vocational profile" for that person. Once this information is obtained, the counselor can compare the client's profile to the essential demands of the potential employment goal.

Vocational Guidance and Career Counseling

Using vocational guidance and career counseling techniques (Hope & Rice, 1992), the rehabilitation counselor discusses and shares this vocational profile with the client during a face-to-face planning interview whereby the client is afforded the opportunity to make an informed choice relative to the employment goal, objectives, services, and service providers. This practical approach increases the likelihood of a successful job match and provides a good basis for job retention, and ultimately, career advancement.

If a client does not have a resource, is deficient in a skill, or has another identified unmet need, the vocational rehabilitation counselor should plan and/or provide for the service that will either remediate or accommodate the areas of need. "The role of the rehabilitation practitioner is to ensure that the consumer is provided with services to enter that doorway (of employment) equipped to compete effectively in the interview process, to keep the job, and to develop a lifetime career". National Institute on Disability (1993a)

With an employment goal selected, the Individualized Written Rehabilitation Program (IWRP) is developed, and the client begins a journey towards entering the world of work. Counseling for job readiness, job seeking, and job retention should be concomitant with vocational or other training services because, as reflected and outlined in Table 1, the same basic values, attitudes, habits, and resources needed to embark upon and successfully complete a training program are also needed to secure and keep a job.

Enhancing job retention and career advancement for individuals with disabilities will require a "three-pronged approach", including not only clients and employers but also vocational rehabilitation personnel who must become involved with employers to reshape employers' attitudes towards persons with disabilities and to reassure employers that someone will be available to provide assistance if needed after job placement.

Responsibilities, skills, and needs identified in Tables 2 and 3 are grouped as follows: management responsibilities the employer should have in place to increase the likelihood of job retention and career advancement for the client; the skills and needs the client must have met to compete effectively and advance in employment; and the responsibilities of the vocational rehabilitation agency in job retention and career advancement.

Table 1

CLIENT VARIABLES

Skills and Needs Influencing Successful Employability Development and Employment Outcomes

DURING TRAINING	DURING JOB READINESS	DURING JOB SEEKING
Appropriate vocational goal	Intrinsic motivation to work	Willingness to seek employment
Good attendance	Appropriate training relative to employment goal completion	Ability to complete an application/resume
Sound study habits and work habits	Ability to perform job tasks	Ability to secure job leads
Reliable transportation	Psychological readiness (understanding and acceptance of disability, unhampered by personal problems)	Positive presentation of abilities, limitations, and interests
Planned child care	Appropriate independent living factors addressed:	Ability to arrange a job interview
Ability to communicate effectively with others (teachers, employers, co-workers, fellow students)	housing reliable transportation personal care attendant services personal hygiene nutrition appropriate clothing child care communication money management disability management	Ability to follow "basic rules" of interviewing
Obedience to rules (safety, dress code)		Knowledge of and access to assistive technology if needed in the employment situation
Neat appearance and good grooming		Ability to disclose disability needs and accommodations needs
Ability to work in a group		
Honesty		
Quality work		
Listening skills		
Ability to systematically organize and complete assignments.		
Ability to communicate with others concerning deviations from normal procedures (i.e. missing an exam or being late for work because of medical problems)		
Respect for co-workers, supervisors, and others		

Table 2

VARIABLES AFFECTING SUCCESSFUL JOB RETENTION

EMPLOYER'S RESPONSIBILITIES	CLIENT'S SKILLS NEEDS RESPONSIBILITIES	VOCATIONAL REHABILITATION'S RESPONSIBILITIES
Clear-cut performance standards and timeframes	Promptness (even a few minutes early)	Resource to client
On-going performance evaluations by supervisors with feedback to employee	Good hygiene and personal appearance	Open-ended job clubs
Effective performance coaching	Respectful and courteous behavior to others	On-site training
Open communication at all times	Avoidance of out-of-place humor and gossip	Timely response to job site needs
Training opportunities to develop new skills and enhance existing skills	Friendly & cheerful manner	Counseling for successful work adjustment and quality production
Recognition of and reward for good job performance	Maintenance of good health	Assistance with access issues, task analysis, and job site accommodations
	Ability to learn and follow company rules	Resource to employer
	Willingness to help others with their work	Provision of qualified, screened, job-ready applicants
	"Quality" work and adequate production	Assistance with disability awareness training programs,
	Development of good listening skills	Americans with Disabilities Act compliance
	Ability to communicate with supervisor concerning deviations from normal work procedures	Assistance with use of financial incentives
	Timely completion of assignments	Assistance with access issues, task analysis, and job site accommodations
	Good attitude	Disability management and return-to-work programs
	Ability to keep personal problems from interfering with job performance	
	Ability to accept compliments and criticisms	

Table 3

VARIABLES AFFECTING SUCCESSFUL CAREER ADVANCEMENT

EMPLOYER'S RESPONSIBILITIES	CLIENT'S RESPONSIBILITIES	VOCATIONAL REHABILITATION'S RESPONSIBILITIES
Information provided to employees on career advancement opportunities within the organization Effective employee assistance program in place to assist with personal problems that impact job performance Opportunities for additional skills training and education Provision of assistive technology	Ability to get along with others Dependable/responsible behavior Efficiency Ability to initiate Reliability Promptness Ability to perform essential tasks Loyalty Persistence Helpfulness Cheerfulness Willingness to perform extra work Present skills increased through continuing education and training Investigation of new assistive technology to increase ability to advance or to access employment with better paths for career advancement Ability to use current assistive technology Additional career counseling to focus on exploration of career fields that present greater opportunities for advancement	Resource to Client Training opportunities Assistance in obtaining stable, clearly defined, and flexible job-expectations Quality representation and training Work experience opportunities Return-to-work opportunities Assistive technology Resource to employer Assistance in establishing the following: Written job description Standards of productivity Consistent information from supervisor Open channels of communication Quality training, facilitation, and support Disability management Consultation for assistive technology, job accommodation, and available training opportunities

Implications

1. Vocational rehabilitation personnel can no longer afford to prepare clients for job markets that do not exist, provide clients with skills that are not marketable, or place clients in transient jobs.

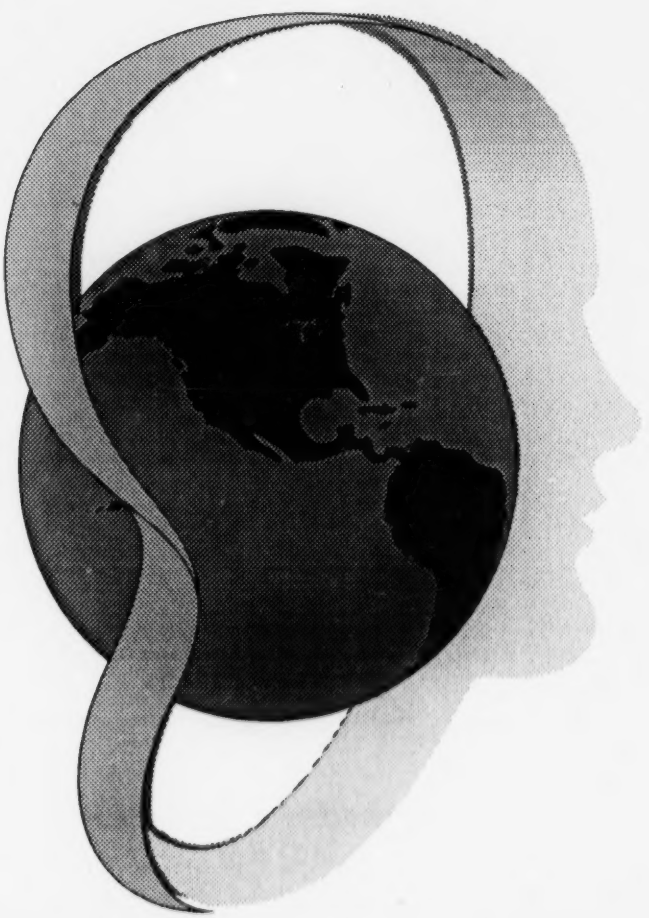
2. The challenge is to instill in the employers, clients, and vocational rehabilitation personnel the attitudes, competencies, norms, and expectations needed to gain employment, retain employment, and maximize career advancement opportunities; skills to increase earning capability, advance in present jobs, move to better paying job at another location, and/or increase career advancement opportunities at another job.

3. Because there is a distinct connection between all three groups (clients, employers, and vocational rehabilitation personnel), specific responsibilities lie with each group for successful employment development and employment outcomes.

4. The 1992 Amendments to the Rehabilitation Act **re-emphasize** the focus on **competitive employment** of individuals with disabilities as the ultimate goal of state vocational rehabilitation agencies.

Chapter Four

Career Perspectives of Key Players: Employers, Consumers, and Service Providers



CAREER PERSPECTIVES OF KEY PLAYERS: EMPLOYERS, CONSUMERS, AND SERVICE PROVIDERS

Objectives

Employers

1. Assess employers' attitudes on hiring
2. Identify criteria needed for job retention
3. Examine standards for career advancement
4. Discuss managing diversity (Thomas, 1992)

Consumers

1. Investigate attitudes on job retention/advancement
2. Promote acceptance of personal responsibility
3. Describe the essence of leadership
4. Discuss technology/accommodation

Service Providers

1. Review existing policy and procedures
2. Clarify current VR image in business community
3. Verify attitudes of extended service provision

Summary

Examination of the factors that impact employment, job retention, and career advancement of employees with disabilities is paramount to redesigning the present vocational rehabilitation service delivery system. This chapter addresses these factors and explores new strategies to facilitate career success for this population. In addition, the values and prejudices of the three key players--employers, clients, and vocational rehabilitation counselors--will be examined. These attitudes contribute to the stagnant environment that exists in the current culture for persons with disabilities.

Discussion

Increasing numbers of rehabilitation consumers are entering the workforce with the intentions of establishing, re-establishing, or maintaining their career objectives. In previous chapters, issues were brought to the forefront in areas of current work trends, career counseling theories, and legislation. All of these are relevant. However, research demonstrates that personal values and the desire to hire someone who is most similar to oneself play key roles in who gets hired and who advances. Each segment of the triangle of players needs to connect to the others in order to solidify the desired outcome--job retention and career advancement.

In the past, hiring a person with a disability was applauded as a humane and reasonable rehabilitation policy. However, the position offered was usually at entry level with little or no chance of advancement. This process was perceived as adequate, not only by employers but also by the service providers and the employees themselves.

In a commencement address at Yale University in 1963, John F. Kennedy stated that "it is not lies, purposefully promulgated, but myths, insidious and irrefutable, that stand in the way of social progress." (Kennedy, 1963). The idea that persons with disabilities should be grateful for a job and not a career with a chance of advancement is a myth that has been ascribed to for far too long. In recent years, with the enactment of federal legislation, rehabilitation consumers have confused this legislation as entitlement to a job, which further perpetuates the myth.

Work not only supplies us with a source of financial support but also a sense of status and achievement. It offers a basis for social interactions and an organizing theme for daily survival. These psychological rewards of work are important. In fact, seven out of ten workers would continue to work, even if they did not need the money (New York Daily News, 1994). Americans believe that work is good and that hard work gets rewarded. Two out of three people believe that "people get ahead by their own hard work," compared to 15% who assert that "lucky breaks or help from other people" are more important. A majority of 78% of people polled are convinced that "if you work hard, eventually you will get ahead" (New York Daily News, 1994, p. 17). This perception is continuously reinforced. In reality, however, the American dream of "putting your nose to the grindstone" and "forging ahead at full speed" does not guarantee success, and thus, is the biggest myth of all.

What attributes do employers seek in the hiring process and what determinants ensure occupational mobility? According to Roessler & Johnson (1987), a worker seeking employment success must possess the necessary qualities and skills to:

- Fulfill job requirements (i.e., meet basic production expectations and demonstrate specific skills),
- Work cooperatively,
- Interact positively with co-workers, and
- Accept feedback from supervisors.

Although all aspects are important, it is the relating, taking directions, and complying with the supervisor that places the worker in line for job advancement. Thus, an employee who produces an appropriate quantity and quality of finished work, but who relates less successfully to co-workers and supervisors, is likely to have job retention but not advancement. Similarly, a worker who exhibits effective social skills or responds well to supervision, but is unable to meet basic productivity

standards or work cooperatively, may also experience limited employment success. Thus, success requires the worker to possess the necessary attributes and to use them effectively in a sequential and cumulative manner (Johnson, 1993).

A key factor in the employee's ability to respond to job demands involves his or her role expectations. Roessler and Johnson (1987) recommend Vocational Coping Training (VCT), a method that focuses on task performance, teamwork, and supervision. The VCT program teaches clients important skills to process information correctly, meet job demands, and improve job retention. Successful task completion requires employees to take in, process, and communicate information effectively. Roessler and Johnson's training model teaches consumers to attend to verbal, paralinguistic, and nonverbal cues in the work environment to facilitate processing of information. It also addresses interacting and socializing with other workers, since effective communication is paramount to survival in the workforce.

The next critical area in job retention and career advancement involves the worker's ability to interpret feedback from the supervisor. Although the world of work is not lacking in feedback to employees, "positive" feedback is scarce. Negative or neutral feedback is discouraging to most employees and may diminish their hopes of advancement or even influence their decision to terminate a job. Therefore, training for vocational coping must involve teaching the consumer to remain open to all varieties of feedback from supervisors and other co-workers. The ability to use such information to improve task performance will increase the employee's chances for advancement.

Employees tend to monitor their job performance based on feedback they receive from supervisors for task completion, but, they predict their chances for job advancement on feedback from the organization's upper management. Understandably they may get "mixed" messages from the two sources of feedback and may, therefore, have incorrect expectations about their chances for job advancement (Greller, 1992).

A study (Martin & Bartol, 1985) examining factors which affect job retention in trained, economically disadvantaged employees demonstrated that the "stayers" versus "leavers" fit three criteria:

- Supervisors of "stayers" rated performance of their employees more favorably than supervisors of "leavers" on such factors as task performance, punctuality, and interactions with other employees.

- "Leavers" were less satisfied with their supervisors than "stayers."

- Employees who left their jobs believed they would have a more difficult time finding new jobs than employees who remained employed.

Unfortunately, the employees' perception of the ease of changing jobs was not assessed pre-employment. Perhaps the "leavers'" views altered once they quit their jobs. In this study, the "leavers" had been unemployed for three months. None of them had sought new employment before termination. This finding suggests that they may have "work adjustment problems," because they "lapsed into their previous chronic unemployment patterns" (Martin & Bartol, 1985, p. 731). Thus, proficient social skills and the ability to please one's supervisor is important for job retention and career advancement.

We have reviewed employers' attitudes on hiring, criteria for job retention, and standards for career enhancement and advancement. Another critical issue facing employers is the need to manage a diverse employee population. R. Roosevelt Thomas, Jr., in his book entitled Beyond Race and Gender, states: "Managing diversity defines diversity broadly: it addresses the many ways employees are different and the many ways they are alike" (Thomas, 1992, p. 20). In order to facilitate career advancement and

enhance job satisfaction for disabled employees, changes are needed at the organizational, as well as the individual level. The implementation of Title I of the Americans With Disabilities Act (1990) requires that all employers with 15 or more employees accommodate workers with disabilities. Although the jury is still out on the effectiveness of Title I, larger corporations will be better able to comply with this act than smaller companies.

Workers with disabilities should not be viewed merely as tokens, but should be appreciated for their similarities and differences to other employees and for the contributions they can make to the company. If workers with disabilities feel that their skills and creativity are valued by the company, job retention will increase. Companies that "manage diversity" and respect the uniqueness of all employees may benefit in the long run from their high-quality, creative performance (Thomas, 1992). Thus, the hiring of persons with disabilities should be regarded as beneficial to both employers and clients (Butterworth & Pitt-Catsouphes, 1994).

Next, we examine the factors which motivate clients to remain at their jobs, even with limited satisfaction or opportunities for advancement. In a study regarding job tenure, researchers at Berkeley Planning Associates (1989) compared consumers working for small businesses (1-499 employees) to consumers working for large employers (500+ employees). Workers with disabilities remained with small employers a mean of 6.7 years, compared with a mean of 11.6 years for large employers. Although it can be inferred from the research at Berkeley Planning Associates that larger companies are better able to provide services for these employees, we have not found this to be the case. New trends in other communities indicate that smaller businesses are more open to hiring and accommodating persons with disabilities. Regardless of company size, the reasons work-limited employees remain at their jobs include:

1. cautiousness,
2. fear of loss of employer-provided medical benefits, and
3. lack of confidence about securing other employment.

Of course, the process of finding new work is difficult for all employees, not just VR clients. It is easier to look for reasons to stay than to look for new employment opportunities. The first two years are a learning period in which the employee acquires necessary skills and compares his or her abilities with those of co-workers. Once employees are confident about their qualifications, they can prepare for promotion by increasing job-specific skills, volunteering to work for organizations that can increase their abilities, and building contacts for a later move. Other strategies which can enhance employment and increase the incidence of job retention and advancement include logging weekly accomplishments, requesting additional training to strengthen skills, and negotiating and compromising with employers (Moore, 1994).

Unfortunately, many clients do not know how to plan and work ahead to make themselves more eligible for advancement and may need additional guidance. According to Freedman & Fesko (1994), clients are often frustrated by the limitations of VR services in providing further support after job placement. In general, VR agencies do not encourage clients to return after the sixty day closure period, because there are no incentives to the counselor, supervisor, or VR agency. Thus, one way to increase job retention and promote career advancement is for VR agencies to have incentives to provide services for successfully-placed clients, such as a career lab or a job club.

Although the traditional job club has been designed to help the consumer attain employment, it could also be used to enhance employment. The basic structure lends itself to group interaction and peer identification. A barrier in today's employment is that career advancement is addressed in-house and

very little information is shared. The job club structure could alleviate this information blockage; group members could share in-house information amongst themselves and develop helpful strategies to address career advancement and job retention issues. Job club facilitators could stockpile these strategies and techniques to build a cadre of information for present and future members.

Career labs have been useful for clients who have been employed in entry level jobs. If this extended service was offered to VR consumers during their first two years of employment, career advancement would increase for persons with disabilities.

Many companies are making alliances to keep costs down in today's highly competitive marketplace. Technology has increased the ability to share knowledge within minutes. Employment programs for persons with disabilities are falling behind without looking into this avenue of cyberspace and developing alliances with other service delivery systems. Career advancement and job retention stem from knowledge and up-to-date information that is not getting to persons with disabilities.

The service sector has another perspective about job retention and low turnover. Individuals with severe disabilities can be long-time, loyal employees, who find service work challenging every day. Employers receive an employee from VR counselors who they can count on to stay and perform tasks consistently. However, VR clients with less severe disabilities who were previously placed in sheltered employment may feel frustrated if they cannot advance in their careers, particularly if they observe that co-workers "move on."

As one of the few curative programs specifically designed for persons with disabilities (some Veterans Administration programs and private rehabilitation are others), vocational rehabilitation appears to work at cross purposes with the income maintenance programs, such as Workers' Compensation, Unemployment Insurance, Social Security Disability Insurance, and Supplemental Security Income to the disabled. In context, vocational rehabilitation will be contrasted as a potentially supplemental program with the major income maintenance programs. The system sets up barriers of institutional disincentives that stand in the way of workers with disabilities. Often, by returning to employment commensurate with their abilities, persons with disabilities "lose" income or medical benefits by returning to work. Special Programs like SSA's 1619A (for cash benefits), 1619B (for Medicaid), and the Plan to Achieve Self Sufficiency (PASS) ameliorates some disincentives, but not all. An integrated process is needed to allow persons with disabilities to return to work without disincentives and then to retire with dignity.

Workers' Compensation and Social Security Disability programs are ameliorative, or income maintenance responses to disabilities (Berkowitz, 1987; Haveman, Halberstadt & Burkhauser, 1979). By providing funds to persons with disabilities, the financial burden of the person is addressed; not the disability. The problem is the attitude of entitlement, whether correct or not, that permeates all disability policy.

The recent demise of health care reform that allowed eligibility and portability to persons with pre-existing medical conditions received national attention. Thus, a factor impeding job retention and advancement of consumers is medical insurance eligibility and portability once one becomes eligible. Until the resolution of this issue, work-limited employees and VR agencies are at a stand-still, which places the consumer in an extremely vulnerable position. Thus, consumers and family members must advocate for reform that would redesign medical coverage for persons with disabilities. Such advocacy should inform the public of disabled employees' needs while aligning them with employers who must meet legislation requirements.

Work adjustment training and community integrated employment and training strategies share the common goal of promoting stable employment to persons with disabilities. However, while training

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programs teach necessary skills, they do not always promote leadership, autonomy, and adaptability. Consumers who act in leadership roles gain a better understanding of work culture and increase their chances of retaining and advancing in their careers. Leadership techniques that should be included in work adjustment training programs are interaction with others, assertiveness skills, and mentorships.

These skills increase the worker's opportunities for career advancement by promoting more effective leadership behavior. Such training, combined with the adaptations of worksites to accommodate the advancement of technology, provides the limited worker with increased chances for success. According to recent data (Kleiman, 1994), the downsizing of companies has failed to reduce costs or increase competitiveness. An implication of this research is that layoffs may not be as great a barrier to employment as many workers fear. Thus, the goal is not simply to stabilize employment for persons with disabilities, but to enhance it.

Implications

In order to improve job retention and career advancement of employees with disabilities, consumers, employers, and agencies must work together. Frequently, state agencies provide limited services after the consumer has been successfully rehabilitated. Such procedures as signing off on the IWRP and receiving a letter from the counselor at the time of closure create a finality that does not encourage follow-up. Policy changes which would allow more flexibility in service delivery systems that would benefit the employer, consumer, and counselor are paramount. VR agencies have been challenged by the new amendments to assess and upgrade the skills acquisition techniques they are presently using so that consumers may have the most up-to-date training possible. This training will prepare clients for the economic and technological changes in the workplace by increasing their abilities to fulfill job requirements. It may also increase their job opportunities and lead to improvements in their quality of life and leisure.

Employers must have a developmental perspective of a worker's tenure with the company (Butterworth & Pitt-Catsouphes, 1994). Because job requirements or the employees' skills can change over time, the supervisor should be aware of employee strengths and limitations. All employees are expected to perform satisfactorily on the job. Making the necessary accommodations and encouraging further training for persons with disabilities ensures that clients will meet this goal.

Hard work does not guarantee career success or satisfaction. To remain employed into the next century, all employees, including those with disabilities, must take responsibility to augment their skills and to work as team players. The workforce of the future needs members who build consensus and enlist cooperation. Workers with these skills will be regarded the most favorably. Change needs leadership and movement needs guidance. Teamwork among all key players includes the challenge that employee, employer, and VR personnel must accept their individual responsibilities.

Chapter Five

Approaches to Job Retention and Career Advancement

APPROACHES TO JOB RETENTION AND CAREER ADVANCEMENT

Objectives

1. To identify and discuss job retention issues surrounding the skills and training required to retain and advance in a career

2. To increase clients and rehabilitation professionals understanding of job retention and career development processes

3. To increase the knowledge of factors which improve job retention and career advancement through the provision of traditional and non-traditional experiences

Summary

This chapter discusses the role of training related to job retention and career advancement. It is critical that rehabilitation professionals possess the knowledge and skills to arrange for the provisions of this training that can include lifetime learning and enhanced technological methods of instruction.

Discussion

Career change, company merger, and employee layoff are all creating a complex and more dynamic workforce. As we move into the twenty-first century, Americans will continue to be in some stage of transition or job change across their careers. Therefore, the following discussion will focus on specific strategies to facilitate this process.

Positive relationships with other public and private social agencies can insure a positive public image for VR. The following activities are essential:

- Responding quickly, thoroughly, and accurately to the concerns and complaints of the public, community groups, public officials, clients, and others,

- Supporting and clearly explaining departmental policy, procedures, and goals to the public, and

- Contacting a company's departmental information officer through their chain of command prior to releasing any specific case information.

Accurate assessments can also contribute by identifying an individual's job-holding skills. The Employability Assessment and Planning Program (EAPP), (Farley, Little, Bolton & Chunn; 1990) assesses involvement of the consumer in a choose/get/keep approach. The job retention (keep) component consists of competencies to include sound basic work habits, behaviors, values, and attitudes.

The Work Personality Profile (WPP) (Bolton & Roessler; 1986), a work behavior rating instrument for use in situational assessment, measures work behaviors, habits, values, and attitudes necessary to

maintain a job. The assessment takes 5 to 10 minutes, yields a profile of strengths and weaknesses, and can be re-administered at regular intervals to measure progress toward goal levels.

Other issues associated with job retention and advancements include the following:

1. Establishing or clarifying to ensure understanding between employee and supervisor on goals, objectives and time requirements so there is a framework for activities and task assignments and clear expectations;

2. Setting up performance coaching to address performance deficiencies whenever they occur within the employment relationship. This strategy encourages supervisor and employee to work in partnership to attempt to resolve performance deficiencies and to communicate effectively on an ongoing basis;

3. Establish lines of communication between employee and supervisor so that issues can be resolved as they emerge. This will be facilitated when tasks are clearly defined and expectations clarified;

4. Assist in making training opportunities accessible for persons with disabilities to develop new skills and enhance existing skills; and

5. Educate employees with disabilities on how to appropriately access assistance when personal problems arise that interfere with job performance.

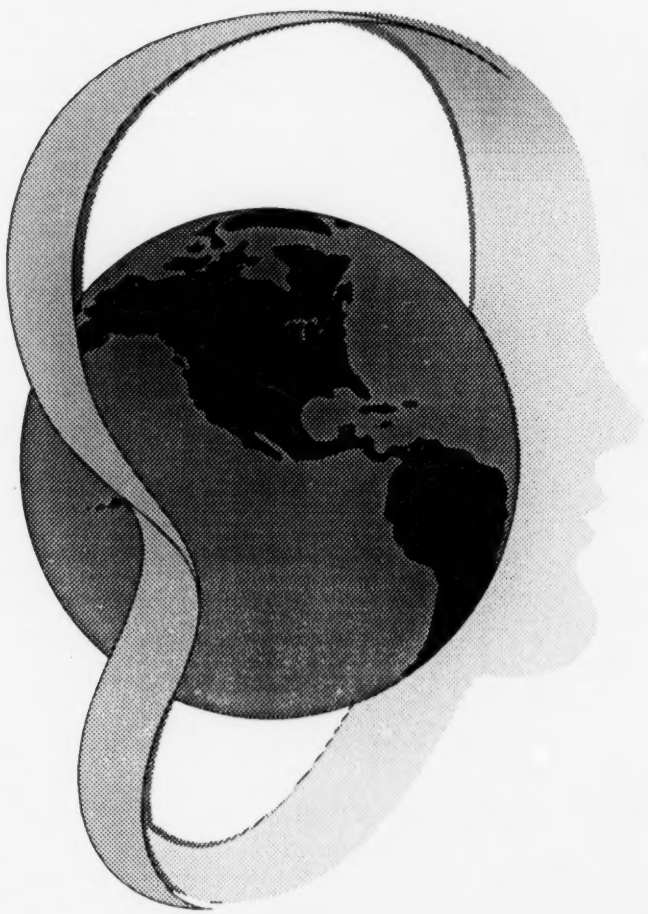
Emphasize the importance of lifelong learning that encompasses all stages and aspects of education in an integrated and articulated manner. This is a continuous growth and feedback process where desired information and skills are learned, applied, and then adjusted to new learning (Candy, 1991). Rehabilitation clients and employers can be encouraged to take advantage of accessible as well as affordable learning opportunities, particularly when individualized instruction is available.

Implications

Individualized plans in the future should involve more than activities needed to achieve job placement. The rehabilitation professional and the client will need to develop long-term goals, and identify resources to address them. To achieve this, emphasis will need to be placed on gaining vital information about careers, advances in work trends relating to technology, and developing the skills necessary to make informed decisions. Special emphasis will need to be focused on developing plans and resources to keep pace with a rapidly changing workforce and workplace.

Chapter Six

Best Practices in Job Retention and Career Advancement



BEST PRACTICES IN JOB RETENTION AND CAREER ADVANCEMENT

Objectives

1. To review best practices in VR and business surrounding worker job retention and career advancement

2. To addre s some of the drawbacks to these best practices for VR

3. To discuss action steps VR practitioners can use right away from these best practices

Summary

Career labs, career software, hands-on career exploration, job retention units, workplace training, apprenticeships, community colleges, cooperatives among management and units, and other innovative work concepts for enhancing workers' careers are now beginning to focus as local, state, and federal efforts are coming to grips with the fierce competitiveness of the global economy. This chapter attempts to present best practices in retaining and advancing workers. Appendices are included for further exploration by the reader.

Discussion

Several studies have tracked job retention over time. One study of graduates from the University of Illinois, graduating from 1948 to 1988, found some differences across disabilities. Persons with polio and spinal cord injury were more often employed in administrative and managerial positions. Those with polio were less often employed in the field of law and in the helping professions. Individuals with cerebral palsy were more often employed in clerk/secretarial positions and less often employed in administrative and managerial positions (DeLoach, 1992). Another study proposed that persons with multiple sclerosis (MS) have to deal with their symptoms' unpredictability, which undermines their belief that they can perform adequately on the job, overcome barriers in the workplace, and solicit the employer's assistance. Combining a variety of skills including self-efficacy intervention gives people with MS the belief that they can succeed (Roessler & Rumrill, 1994). Finally, ten social survival skills identified in rank order by employers were reported by Cavaiuolo and Nasca (1991):

1. follows supervisor's instructions,
2. cooperation and eagerness to work,
3. attendance and punctuality,
4. quality of work,
5. completion of all assigned tasks,

6. safety consciousness,

7. careful with property,

8. shows initiative and seeks work,

9. works independently of direct supervision, and

10. requests assistance when needed.

The reader is encouraged to take this checklist as a follow-up tool to site visits where there is a client working.

Career Labs

Other viable alternatives for future career exploration pertaining to retaining or advancing in employment would be the many software packages, handouts, microfiche of job leads, yellow pages, phones with outside lines for information interviews, videotape equipment for mock interviewing, and books written on the subject of job retention and career advancement. By contrast State Occupational Information Coordinating Committees offer materials for career exploration by mail and phone, although there is some time lag in provision of this information (see Appendix D) career labs can be found on college campuses or in some well-prepared vocational rehabilitation offices. Some have career software on-line.

Career Software

For a review of the worker's interests, training needs, or local employment options, several career software packages can be demonstrated on site or by disk. A few of these are:

- CHOICES-CT (Careerware) 1-800-267-1544,
- Arkansas R&T (Work Temperament Inventory) 1-501-624-4411 ext 292, and
- OASYS 1-206-455-9921.

If a hands-on approach is better for a certain segment of the population, community colleges may still offer something innovative.

Hands-on Career Exploration

A career exploration class can be a cooperative agreement between the community college and an alternative learning center for at-risk students. Each student, regardless of demographics, rotates with his or her class through three days of lab in each of the following community college vocational-technical fields: air conditioning, auto mechanics, AutoCAD, cosmetology, emergency medical technician, electrician, diesel mechanic, chemical operations, chemical dependency counselor, fire fighting, carpentry, journalism, licensed vocational nurse, photography, ceramics, plastics, radio and TV repair, telephone technician, welder, and X-ray technician. After the semester is finished, each student knows which areas they like and do not like and why (Goose Creek School District, personal communication).

Job Retention Units

Companies traditionally set up for persons with disabilities, such as private rehabilitation agencies or programs, whose mission is to help persons with disabilities enter the competitive labor market often provide excellent job-seeking and job retention skills training in classroom settings. However, staff and other resources are usually limited to more severe types of job retention services, such as crisis intervention, when an employer is about to fire a client. Other providers might have this duty as part of their Title VI-C Supported Employment contracts.

There is a unique unit of the VR program in Washington D.C. which provides follow-up services on regular intervals to clients and employers beyond the 60-day benchmark. Employees of the District's VR program work with employers and employees to instill expectations of the corporate culture within clients. The payoff is the Social Security Administration's reimbursement for the 9-month work retention. Last year, this unit brought significant funds back to the District, helping hundreds who lived there get off the welfare rolls and on the taxpayer rolls.

Workplace Training Models

Several types of workplace training models serve to upgrade employers' or trainees' skills. Rosemary Batt and Paul Osterman (1993), authors of a National Policy for Workplace Training, have reviewed the advantages and disadvantages of programs as diverse as apprenticeships (Maine), state financed employment training (California and Illinois), community college-based programs (North and South Carolina), and union/management cooperative programs (AT&T/CWA/IBEW).

Apprenticeships

There has been much American activity intended to set the stage for new forms of apprenticeship. In John R. McKernan, Jr's (1994) book Making the Grade many aspects of apprenticeship programs are reviewed. Table 4 of book Using Youth Apprenticeship to Improve the Transition from School to Work, (Chief Council, 1991) is reproduced here to demonstrate the wide variety of states, focuses, and industries apprenticeships represent:

STATE	FOCUS	INDUSTRY
California	At-risk	printing, health, finance, electronics, and shipping
Iowa	Non-college bound Not at risk	health, finance, insurance, construction, utilities, information, tele-communications.
Maine	Students who will not attend a 4-year college	health, insurance, machine tools
Michigan	Non-college bound	no specifics
Oregon	Voc. ed. students	no specifics
Pennsylvania	Both non-college & post-secondary	manufacturing, metal working, health
West Virginia	Voc. ed. students	no specifics
Wisconsin	Middle two quartiles	printing, finance, health

Batt and Osterman (1993) critique these programs as "fairly modest work-study efforts, programs which link high school with community college curricula, and nearly literal adoption of the German system. Most typically these efforts call for having high school students spend some time at worksites receiving training in a particular occupational field, modifying the high school curriculum so that it builds upon that training, and encouraging the students to continue a combination of work and school after graduation (p. 43)." Two problems cited in apprenticeships are inflexibility and transferability. The first, inflexibility, means that a student makes a career decision in the tenth or eleventh grade without the opportunity to change. The second, there is no recognized standard, as there are 400 standards nationwide in Germany. Therefore, young Americans cannot take their skills with them to other parts of the country for recognized mastery of skills. The reader is encouraged to contact a regional Department of Labor Apprenticeship representative for more information about apprenticeships in his/her area (see Appendix B). Early observations of educational outcomes by the Chief Council of State School Officers (1991) include:

1. When the work-site segment of the program begins, the youth apprentices mature very quickly;

2. Apprentices' report card grades improve;

3. Vocational teachers involved in youth apprenticeships update their knowledge of the occupational skills needed in the workplace;

4. Unions and schools develop closer relationships;

5. The presence of youth apprentices in regular vocational classes raises the quality of instruction and increases the motivation of vocational students; and

6. The existence of a youth apprenticeship initiative causes staff in other parts of the education system to take a new look at what they are doing.

State Initiatives

Unique features of the California system are its employer driven quality, its strong support and involvement of unions, its heavy reliance on private training providers, and its strict performance-based contracts which link reimbursement to 90-day job placements of trainees. Problems cited are flexibility and distribution. The centralized contract-based system allows little input from workers on what type of training will be provided. In distribution, the original intention was to serve unemployed Californians. "However, 90% of funds have supported retraining current employees" (Batt & Osterman, 1993). With the Illinois model, money has been diverted from small firms' training needs, to enticing larger firms to move in state. Also, like California, training is determined by the employer.

Community Colleges

North and South Carolina's programs started with MDTA in the 1950's, transferring programs to CETA funded, then Job Training Partnership Act funded programs. "The state's technical training strategy over the past decade has centered around the development of state-of-the art technology resource centers at different colleges across each state. Each center serves as a magnet for

specialized technical fields: the eight centers currently in operation include: robotics, applied microelectronics, advanced machine tool technology, and plastics" (Batt & Osterman, 1993).

Problems encountered include a lag in retooling, which means community colleges normally cannot access state-of-the art equipment due to budgetary restraints and availability from industry of donated equipment (i.e., once obsolete). Although responsive, workers might not be exposed to the machines or products with which they might ultimately work (see Appendix C).

Cooperative Programs

The Alliance, described by Batt & Osterman (1993), includes American Telephone and Telegraph (AT&T), the Communication Workers of America (CWA), and the International Brotherhood of Electrical Workers (IBEW). "The alliance trains a diverse workforce and its reliance on joint worksite committees to administer the programs. The alliance provides training at Employee Resource Centers." "The strength of the program is its support from both union and management, despite conflicts in other areas" (Batt & Osterman 1993, p. 31).

Job Training Partnership Act

Most of the CETA studies analyzed by Barnow and Nestleroth (1988) raised earnings by $200 to $600. The reader is encouraged to review his document and the upcoming analysis on JTPA to see what seems to work for which segments of the population. At this writing, re-employment legislation in Congress, including Senate Bill 143, introduced by Senator Nancy Kassebaum of Kansas, would repeal Title I of the Rehabilitation Act, and create a comprehensive statewide employment training system that is implemented by local communities, requires the involvement of private employers, assures linkages between training efforts and actual jobs, includes standards of effectiveness, and is integrated in to all pre-existing programs. If Senate Bill 143 does not become law, JTPA is still an available program for persons with or without disabilities who meet the other criteria set forth in the myriad contracts nationwide.

Four Real-Life Career Advancement Scenarios

Chuck Barnes was first diagnosed with polio at age 3. He neither remembered his first bout with the disease nor did it stop him from being a model student in his hometown. However, as he researched possible employment and colleges before high school graduation, his counselor suggested he contact VR. His VR counselor set him up with testing, sent him to the local community college for two years, and Chuck had an A.A. in accounting. Doing well, he received a scholarship to a four-year school and had his B.S. two years later. He was hired by a firm, and went back to VR, this time to a different counselor, who modified his van and sent him to driver's training. Chuck did well, but saw his career going nowhere while his driving time into the big city became longer and longer. He asked for a **self-employment plan**, which his third counselor and a SCORE volunteer helped him write. He located a building to rent, and VR paid for the equipment. While setting up, Chuck gave a month's notice at his job, so he would have some income while his business grew. After Chuck's business was established his fourth counselor bought him a Xerox machine, his fifth counselor bought him a computer and printer, and sixth counselor re-modified his van. Chuck quadrupled his income over his lifetime, which can be considered great career advancement. Each of his six counselors closed his case in status 26, which can be considered job retention for them (VR agency, personal communication).

The **career ladder** is another approach to career advancement. A refinery recently installed computer-based training after a career ladder was determined. All employees were required to

spend up to 20% of their work time in training so that their skills could be thoroughly documented. Chemical operators not only had the incentive of increased pay and promotion along a career ladder, but would lose employment if they did not participate in the program. This was a condition stated clearly in their contract with the company. In addition, courses paid for by the company and offered at the local community college were not mandatory, but could be taken as a remedial step on the employee's own time. The company also contracted with the local community college to upgrade their employees' skills on company time in order to keep up with the changes in technology. Other incentives beyond the career ladder were available supervisory slots and the chance to work days -- not a normal condition for chemical operators (Exxon, personal communication).

Cross training is a technique adopted by a statistical software company. They hire those who have used their products in other jobs, such as teachers, marketers, or salespersons. Advancement depends on what the person has to offer to the company. Expertise, knowledge of new market niches, or even successful teaching techniques are rewarded. The company has flat hierarchy, so there are not many levels, but employees can bid on promotions as positions are available (SAS Institute, personal communication).

Finally, in the rehabilitation profession, the reader can look at state VR agency career advancement opportunities. Most states provide a Counselor I, II, III system with chances for career advancement, including progression from area manager to regional personnel positions, or positions in the central office such as a program specialist or other administrative positions.

Extending a lesson from Chapter IV, larger companies usually have more opportunities for career advancement and job retention than smaller companies, or advancement could mean moving out of one's home town. When counseling others, keep in mind the potential corporate cultures and opportunities for advancement they may encounter.

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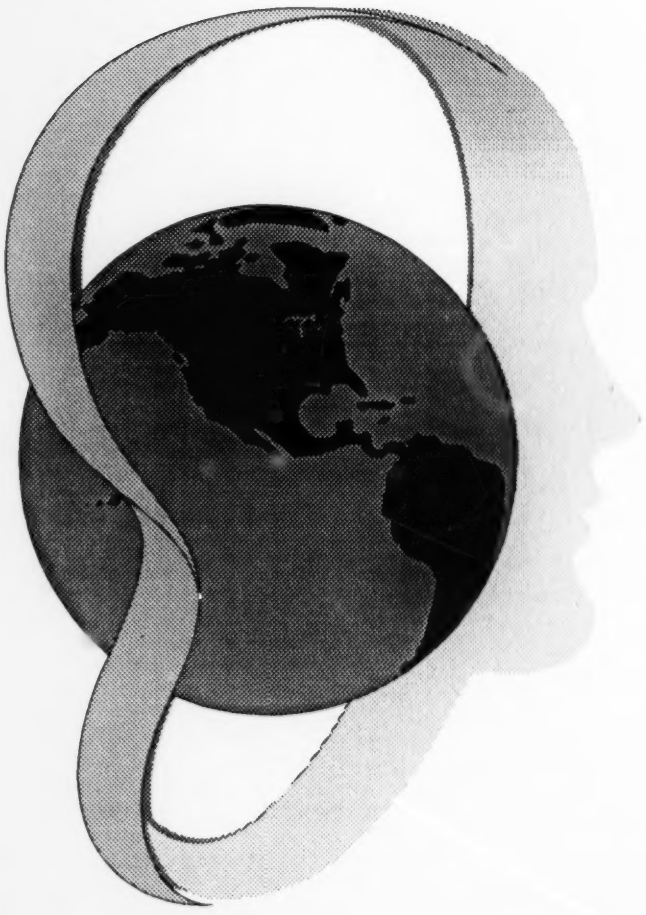
Appendices



APPENDIX A

Summary of Work Trends

Manual workers succeeded farm workers as America's largest occupational group. Currently, blue collar preeminence has given way to the quintessential workers of the global economy, the knowledge workers with symbolic analytic skills which require advanced education and continued learning and which prepared potential employees for jobs which offer good pay and greater worker autonomy.

Economic shifts and work trends are summarized below.

1. The globalization of the American economy and a more advanced service and small business economy.

2. On-going economic restructuring that will continue to transform our nation's economy, in which some industries grow and others decline (Reskin & Padavic, 1994).

3. "Economic restructuring is upgrading some jobs and de-skilling-or reducing the complexity, skill, and knowledge--of others. The decline in manufacturing jobs has cost the economy many skilled and semiskilled blue-collar jobs. At the same time, the growth of the service-sector jobs will predominate" (Redskin & Padavic, 1994, p. 166).

4. The increased competition for markets which results in frequent organizational restructuring and downsizing with the net effect being the elimination of many jobs and the creation of new ones. Accordingly, it is estimated that American workers will change professions three times over their work lives, and that they will change jobs six times, sometimes by choice, sometimes at the employer's request, and sometimes because of new technology that makes jobs obsolete or radically different (Kleiman, 1992). However, it is important to remember that job opportunities, salaries, benefits, working conditions, and job security will vary over industries and geographic areas (Petras & Petras, 1993; Wright, 1992).

5. Technological advancements.

6. The loss of manufacturing jobs due to increased automation, foreign competition, defense cutbacks, and reduced demand for commercial, as well as military aircraft (Goodman, 1994).

7. "...The secular shift of the economy away from manufacturing and toward services has contributed to a shift from blue-collar to white-collar work, leading to a decline in demand for the motor skills required in production work and an increase in the cognitive and interpersonal skills needed in clerical and professional positions" (Gittleman, 1994, p. 19).

8. The increased role of women and minorities in the labor force.

Accompanying these changes are the social and occupational transformations listed below.

1. Workers are working more and earning less, with little time for leisure activities and an actual decline in spendable income.

2. Many available jobs are part-time or of short duration, offering no security, no opportunities for career advancement and no benefits or worker protections. Women and racial ethnic minorities tend to be over-represented in these jobs.

3. The increased participation of women in the labor force will bring concerns which have historically been identified as women's issues into the forefront. Issues such as sexual harassment, family leave planning, child care, similar pay for similar work, and so forth, are fast becoming more broadly known as family and/or workplace issues.

4. There will continue to be a range of employment opportunities for all workers, however, the choicest jobs, the positions that will offer the best salaries with opportunities for career advancement, will be for those persons who posses symbolic-analytic skills, can adapt to change, and who are willing to continue to learn new skills and refine old ones.

5. There will be greater emphasis on the development of human resources--improving the quality of the labor force in order to maintain a workforce that is qualified to meet the ever-changing needs of the world economy. Additionally, there will be an increased need for companies, agencies, organizations, and small businesses, to develop models for managing diversity in the workplace due to the increase of minorities, women and persons with disabilities in the workforce. This approach identifies, values, and utilizes the unique skills and abilities of all workers.

APPENDIX B

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REGION II
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212/337/2313
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REGION III
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REGION V
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REGION VI
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